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AUTHOR Butler, Matilda
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ABSTRACT

This awareness kit provides information on the portrayals of women and men in two media--instructional materials and television; discusses how to evaluate and choose the best media materials from those that exist; recommends actions that will help to eliminate sex stereotyping in instructional materials and television; and suggests an approach to teaching children how to be aware of sex stereotyping in the media so they can better counter it themselves. Recognizing that sex is only one basis for stereotyping, ways of developing an awareness of other stereotypes in media messages are suggested whenever possible. References and a selected bibliography are included, as well as sample checklists and examples of guidelines. (Author/CMV)

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SEX STEREOTYPING IN INSTRUCTIONAL MATERIALS AND TELEVISION: AWARENESS KIT

Matilda Butler

1978

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Joseph A. Califano, Jr., Secretary
Mary E. Berry, Assistant Secretary for Education
Office of Education
Ernest L. Boyer, Commissioner
Women's Program Staff
Joan E. Duval, Director

WOMEN'S EDUCATIONAL EQUITY COMMUNICATIONS NETWORK
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1855 Folsom Street, San Francisco, California 94103
(415) 565-3032

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If you would like to know more about WEECN, please write to us.

—Matilda Butler, Director

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PREFACE

The mood that was responsible for California's Proposition 13 is surfacing throughout the U.S. No one knows its eventual impact on education. However, to the extent that it will mean less money, it strengthens an existing trend caused by other factors. For those concerned with women's educational equity, these budgetary constraints come at a difficult time. Before there can be non-sexist education, there has to be in-service training, implementation of Title IX and the Vocational Education Act of 1976, purchase of new textbooks, affirmative action programs, etc. Each of these requires money. However, even when we are able to provide non-sexist education, children will still be influenced by sex stereotyping in the society around them.

What can we do? When we do not have adequate money for new programs and when we have limited prerogatives to effect change, we have to consider alternatives. One alternative is presented in this awareness kit. First, it provides information on the portrayals of women and men in two media, instructional materials and television. Second, it discusses how to evaluate and choose the best media materials from those that exist. Third, it recommends actions that will help to eliminate sex stereotyping in instructional materials and television. And fourth, it suggests an approach to teaching children how to be aware of sex stereotyping in the media so they can better counter it themselves. The goal of the awareness kit is to make both adults and children active, rather than passive, consumers of the media's messages.

The awareness kit emphasizes the effects of sex stereotyping on girls and women, reflecting our belief that sexism disadvantages females more than males. However, we acknowledge the need for a thorough discussion of the effects of sex stereotyping on boys and men and encourage others to develop these materials. Moreover, sex is only one basis for stereotyping. Race, physical or mental handicap, age, and national origin are a few of the others. A single awareness kit cannot discuss all forms of stereotyping. However, when possible, we suggest ways of developing an awareness of other stereotypes in media messages.

The idea for a media awareness kit grew out of conversations with several teachers who are concerned about the effects of sex stereotyping on children. In particular, I wish to thank Jo Ann Denbow and Mary Bacon. Ms. Denbow was Coordinator of a Title IV-C project "Realizing Opportunities for Growing Equally" and is now Vice-principal of Nordstrom School in Morgan Hill, California. She participated in these early discussions and reviewed the first draft. Dr. Bacon is Director of Student Services at the Ravenswood City School District in East Palo Alto, California. She also reviewed a draft of the awareness kit. Their comments have been incorporated in this version. Finally, thanks to Dr. Marguerite Follett of the Women's Program Staff for her help and guidance on this publication.

The cartoons were drawn by Dr. Suzanne Pingree, Lecturer, Women's Studies Program, University of Wisconsin, Madison, Wisconsin.

- Matilda Butler
WEECN Director

INTRODUCTION

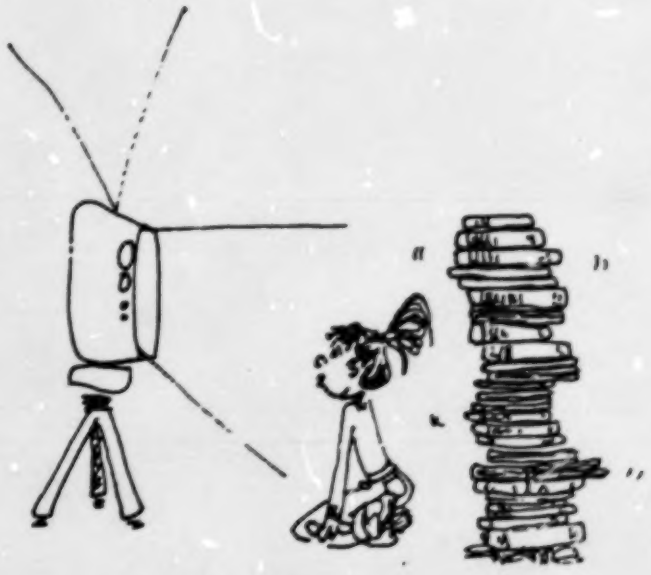
As parents and educators, we are eager to see our children and students become active learners. We stress the importance of attending school, paying attention, doing assignments, and other academic activities. Book learning often comes first, but we also emphasize social adjustment and personal growth. No matter where we place our priorities, we hope for positive outcomes. We want our children and students to reach adulthood with the skills and knowledge necessary to create satisfying lives.

Most of a child's school hours are spent with learning materials of various kinds. By the time a child completes high school, she or he has spent approximately 14,000 hours with textbooks and other instructional materials. The materials are designed to teach reading, math, history, and other school subjects. But when we examine these materials, we find there are additional messages. One pervasive message concerns the roles, occupations, and activities of girls and boys, women and men.

When thinking about children's education, we often forget that they also learn from television. By the time a child completes high school, she or he has spent about 15,000 hours watching television. Most of the programs viewed are designed for entertainment, a few for information. But, as in the case of instructional materials, there is a pervasive message about the roles, occupations, and activities of females and males.

These two media, instructional materials and television, are major influences on the development of children. If we listen to children talk, we find that their conversations often deal with television programs. The words, mannerisms, and actions of favorite characters are repeated. Films, phonograph records, radio, magazines, newspapers, and books other than textbooks later join television and instructional materials as important media in children's lives.

Because children spend so much of their time in the presence of media, we need to find ways of helping them become critical consumers of media. In this awareness kit, we are following an approach to "critical consumption training" that is being used successfully by government agencies, citizens' groups, and others. For example, citizens'



groups have prepared kits to train consumers in the critical reading of product labels (see publications such as Consumer's Guide to Food Labels and Read the Label, Set a Better Table). In the schools, courses teach students how to analyze bias in news stories. The Consumers' Union has produced and distributed a film for children, The Six Billion $$ Sell, on the gimmicks of toy advertising. The federal government's Consumer Information Service prepares pamphlets and other materials dealing with many purchasing decisions and household management.

This awareness kit:

- Describes the kind and extent of sexism in instructional materials and television programs;
- Provides guidelines for analyzing sexism in instructional materials and television programs;
- Develops worksheets that help students become critical consumers of the media.

INSTRUCTIONAL MATERIALS

AND WE THOUGHT THEY WERE JUST LEARNING TO READ...

> Twelve-year-old Allison objected to boys being allowed to join the Girl Scouts. She said, "Boys don't want to make dolls."

> Seven-year-old Edward, whose parents are employed and share equally in housework, was asked what mothers do. He replied, "They cook and iron and sew." When asked what fathers do, he replied, "They work at the office."

> Preschooler Judy and other girls in the class willingly danced to the soldier music and to the wedding music. Sam and other boys in the class danced to the soldier music but refused to dance to the wedding music. Sam said, "Weddings are for girls."

> Fifteen-year-old Ken opened Time magazine to the feature article on women in sports. After noticing the picture of women playing rugby, he commented, "Women can play some sports, but not rugby. That is the roughest sport of all."

Even young children have developed a sense of what is appropriate for girls and boys to say and do. Their own role behaviors and the behaviors they expect of others are strongly influenced by instructional materials and by television. Other influences include family, peers, and religious groups. While other influences are more or less unique for each child, the media convey messages that are shared by most children. In this and the next section, we will look at the stereotyped portrayals of women and men as well as girls and boys that are found in instructional materials and television.

The messages found in children's books, elementary and secondary textbooks, and career education materials are so consistent that it is not surprising to find children learning from them what to say and do as well as how to read. A recent review by Matilda Butler and William Paisley of the many studies of children's literature discusses the evidence in terms of...

- TEXT: about 75 percent of the characters are boys and men, while only 25 percent are girls and women.
- PICTURES: about 75 percent of characters depicted are boys and men; 25 percent are girls and women.
- TITLES: more than 75 percent of characters mentioned in the titles are boys and men; fewer than 25 percent are girls and women.
- OCCUPATIONS: men are depicted in four times as many occupations as women.
- THEMES: boys and men express "male themes" such as achievement and ingenuity, while girls and women express "female themes" such as dependence and nurturance.

OCCUPATIONS

The research group, Women on Words and Images, has conducted two studies that provide additional evidence of the different occupations that are shown as appropriate for females and males. In their first study, Dick and Jane as Victims, they analyzed 134 elementary readers published by 15 companies. Their tabulation of occupations shows that adult females had 26 different occupations (including witch, cleaning woman, and librarian) while adult males

had 147 different occupations (including carpenter, sheriff and astronaut).

More recently, the same research group examined 28 elementary school career awareness materials and 56 secondary and post-secondary career exploration materials. The results indicate a subtle form of stereotyping in which women make token appearances in many occupations. In this study, Women on Words and Images found:

- For SOCIAL SERVICE occupations - 35 portrayals of women and 18 of men;
- For MATHEMATICAL AND SCIENTIFIC occupations - 18 portrayals of women and 43 of men;
- For MANUAL occupations - 70 portrayals of women and 316 of men;
- For GOVERNMENT occupations - 12 portrayals of women and 55 of men;
- For COMMUNICATION occupations - 39 portrayals of women and 120 of men;
- For MEDICAL occupations - 72 portrayals of women and 80 of men;
- For BUSINESS occupations - 89 portrayals of women and 145 of men.

Within each of these categories, women were shown primarily in "feminine" occupations and men were shown primarily in "masculine" occupations. For example, 4 women and 34 men were shown as managers while 27 women and 1 man were shown as secretaries (both listed as BUSINESS occupations). Seven women and 24 men were portrayed as doctors, while 19 women and no men were portrayed as nurses (both listed as MEDICAL occupations.)

THEMES

Themes, like occupations, are stereotypically assigned to one sex or the other. The general issue concerning themes in textbooks has been that boys express "masculine" themes and girls express "feminine" themes. Boys are usually shown as active and in control of their environment, while girls are usually shown as passive and controlled by their environment.

The earliest study of themes associated with each sex in children's textbooks was conducted by Irvine Child, Elmer Potter, and Estelle Levine in 1946. In the 914 stories analyzed, males were primarily identified with achievement, activity, and cognizance; females were primarily identified with nurturance, affiliation, station, order, avoidance

of embarrassment and blame, and rejection.

The Women on Words and Images' study of 24 elementary readers from the late 1960's and early 1970's updated the 1946 study. As shown in Figure 1, females, who were 28 percent of the characters, were underrepresented in the themes of reward (17%), cleverness (20%), bravery (20%), problem solving (22%), and adventure (24%). They were represented in three themes -- creative helpfulness, apprenticeship, and alertness -- about as often as would be expected (25%, 26%, and 29%). They were over-represented in the themes of incompetence (54%), routine helpfulness (46%), rehearsal for domesticity (77%), passivity (86%), and victimization/humiliation (91%).

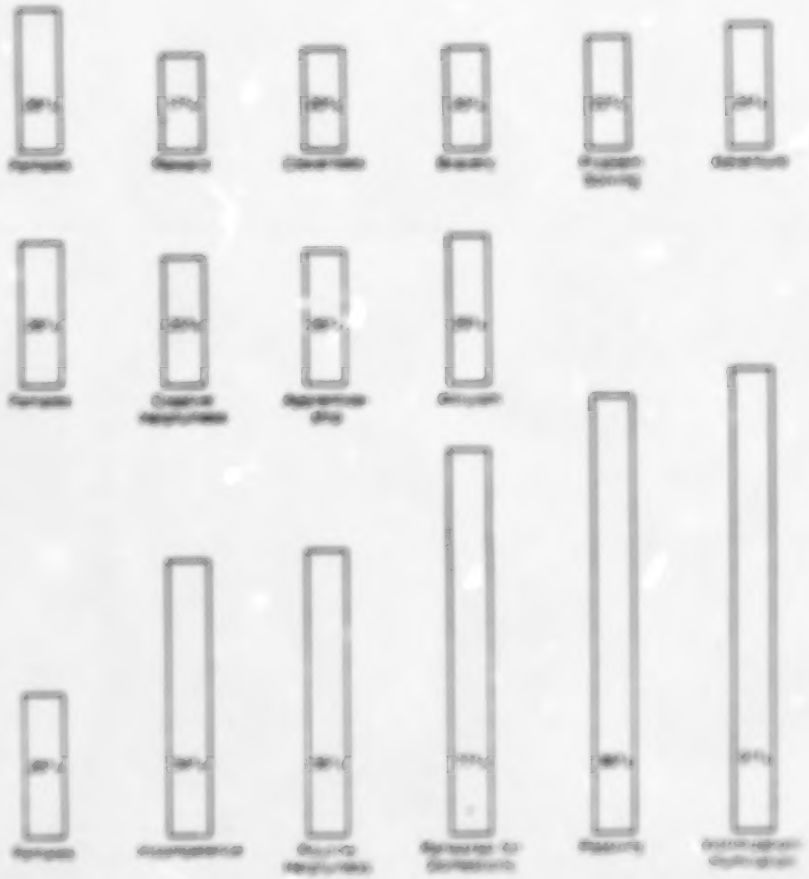
BUT TIMES AND MATERIALS ARE CHANGING...

The roles of women and men are changing, and the more recent editions of instructional materials make references to these changes. It is tempting to believe that publishers will all have one bias in their materials and that we won't have to be concerned about the portrayals of women and men. However, a recent study by Tara Brown makes it clear that we must be alert even when using updated materials.

Brown analyzed 432 first-, second-, and third-grade stories from 108 readers in 10 textbook series adopted by the State of California in 1977. These textbooks were thought to satisfy the 1973 Hart Supplement to the California Education Code that prohibits sexist portrayals of women in state-purchased

FIGURE 1

Percentage of Females Represented in Thirteen Themes



materials.[1] Brown compared her findings with those from a 1972 study of 270 stories also for first through third graders in California (Dennis, Jacobs, and Tinsley). The same research methods were used in both studies, so we can look at change over a five year period when publishers and educators were becoming aware of problems of sex bias in instructional materials.

Figure 2 shows considerable consistency between the stories being read in 1972 and the stories being read in 1977. Of the four locations where adults were shown -- home, outdoors, school, and business -- males were almost twice as likely as females to be shown in business settings while females were almost four times as likely as males to be shown in schools. Specifically, of those adults teaching, 80 were females and 18 were males. Change in the portrayal of women is best characterized as some movement from home and outdoor locations to business locations. However, women were still primarily shown in the home. Change in the portrayal of men can be characterized as movement from the outdoors into the home and business. Although the stereotypes were not as rigid in 1977 as in 1972, they still persisted.

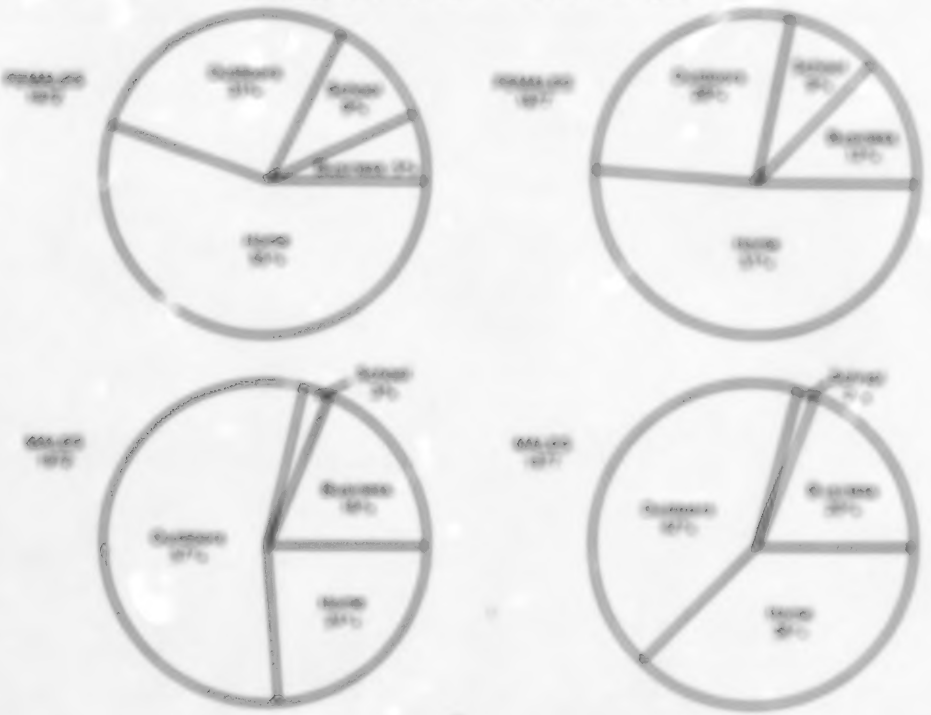
The appearance of a few women in non-traditional roles should not lead us to put aside examination of the traditional materials. There are still some of the obvious problems such as under-representation of females among the nonhuman characters (33% in both 1972 and 1977). Texts may be more current, but they are not necessarily nonsexist.

How To Do It: If Materials Writers and Reviewers

Publishers have been reasonably responsive to pressure to change. One of the first to issue guidelines to authors was Scott, Foresman and Company. In 1972, they produced Guidelines for Improving the Image of Women in Textbooks. Shortly afterwards, other publishers such as Silver and Lerner (1972), Holt-Winston (1974), Ward, Stratton, and Strauss (1972), and Macmillan Publishing Company (1975) developed and circulated guidelines for authors and editors. In their original forms, the guidelines provide advice concerning illustration, language,

FIGURE 2

Percentage of Adult Males and Females in Four Locations in 1972 and 1977



and content. Although not meant as a tool for analyzing existing textbooks, it is possible to review their themes for this purpose. There have also been several checklists and guidelines designed for curriculum committees, readers, and parents. For instance, the Kentucky State Department of Education has a checklist for use in analyzing for sex-role stereotyping, the Michigan Department Guide for Curriculum Development has published a checklist for determining bias in the treatment of minority groups and women, and the Council on Interracial Books for Children has a pamphlet entitled "Ten Quick Ways to Analyze Children's Books for Racism and Sexism."[1]

Figure 2 is a brief checklist that addresses some of the concerns for unbiased portrayals of females and males. The list was developed by the committee on Racism and Reading of the International Reading Association. Examples of other guidelines can be found in Appendix A.

Will all these efforts make a difference?

To answer an open question is difficult at best. Researchers are currently trying to develop ways to measure the effects of bias-free materials. Because we are surrounded by a society that reinforces different expectations for each sex, it takes a great deal of effort to counteract the differences.

Does sexist language matter? Does it really make a difference in the students' reading the texts? Clearly, the evidence on this point is inconclusive. We have, for instance, Maccoby's research in this 1966 overview of Sex and Role Learning:

> The main reason for this reticence to be attributed the sexist biases of the work that has to create and disseminate stereotyped sex-typing girls and women. Further attempts to the point of overgeneralizations can be. Though this is one cannot to make a clear-cut conclusion, [illegible] that

Scott, Foresman, and Company gives the following examples of sexist language:

Examples of Sexist Language	Possible Alternatives
The ancient Egyptians allowed women considerable control over property.	Women in ancient Egypt had considerable control over property.
The farmer and his wife, a housewife and his family	a farm couple; homemakers and their children
Early turks did what few people could do or even so could do.	Early Turks did what few people could do.

Houghton Publishing Company provides these examples:

Women were given the vote after the First World War.	Women won the vote after the First World War.
The prairie farmer was concerned about the price of his wheat.	Prairie farmers were concerned about the price of wheat.
The American colonists fought with the British for the New World.	American colonists fighting came to the New World.

FIGURE 3

Directions: Place a check in the appropriate space. Most items should be evaluated separately for each sex.

		Almost Always	Occasionally	Rarely
1. Are girls and boys, men and women consistently represented in equal balance?		____	____	____
2. Do boys and girls participate equally in both physical and intellectual activities?		____	____	____
3. Do girls and boys each receive positive recognition for their endeavors?	Females	____	____	____
	Males	____	____	____
4. Do boys and girls, fathers and mothers participate in a wide variety of domestic chores, not only the ones traditional for their sex?	Females	____	____	____
	Males	____	____	____
5. Do both girls and boys have a variety of choices and are they encouraged to aspire to various goals, including non-traditional ones if they show such inclination?	Females	____	____	____
	Males	____	____	____
6. Are both boys and girls shown developing independent lives, independently meeting challenges and finding their own solutions?	Females	____	____	____
	Males	____	____	____
7. Are women and men shown in a variety of occupations, including nontraditional ones? When women are portrayed as full-time homemakers, are they depicted as competent and decisive?	Females	____	____	____
	Males	____	____	____
8. Do characters deprecate themselves because of their sex? (Example: "I'm only a girl.") Do others use denigrating language in this regard? ("That's just like a woman.")	Females	____	____	____
	Males	____	____	____
9. Do the illustrations stereotype the characters, either in accordance to the dictates of the text or in contradiction to it?	Females	____	____	____
	Males	____	____	____
10. Is inclusionary language used? (For example: "police officer" instead of "policeman," "staffed by" instead of "manned by," "all students will submit the assignment" instead of "each student will submit his assignment," and so on.)		____	____	____

the masculine sex has some kind of priority.

In discussing the clothes and playthings parents buy their children and the chores they assign them I took it for granted that there should be a deliberate distinction between boys and girls. But this early-childhood differentiation begins in a small way the discriminatory sex stereotyping that ends up in women so often getting the humdrum, subordinate, poorly paid jobs in most industries and professions, and being treated as the second-class sex.

In testing the assumption that language usage is related to sex-role stereotyping, Wendy Martyna conducted a sentence-completion experiment with psychology students. One third of the sentences were somewhat male-related (e.g., "When an engineer is unsure of a calculation,..."); one third were somewhat female-related (e.g., "After a nurse has completed training,..."); and one third were neutral (e.g., "When a teenager finishes high school,..."). Martyna found that masculine pronouns were most likely to be used in the male-related sentences and feminine pronouns were most likely to be used in the female-related sentences. In other words, strong stereotyping of occupations influences our thinking about the sex of the person that could be in that job.

It seems that use of the generic masculine pronoun "he" evokes in listeners or readers, an image of men, rather than people. It is difficult to discover imagery without giving away the basis of one's interest and biasing what is said, but Joseph Schneider and Sally Hacker devised an experiment to assess imagery without bias. They instructed students in sociology classes to collect illustrations for a hypothetical sociology text, of which the students only received the table of contents. There were in fact two tables of contents, differing only in the masculine versus neutral reference of two chapters (Urban Man versus Urban Life, Economic Man versus Economic Life). Their findings show that the generic masculine excludes women in the listener's or reader's thought.

Since most leaders are portrayed as men and since most people are referred to as the generic "he," it is not surprising that Marlaine Lockheed has recently found that women are not perceived as legitimate leaders. When asked if men and women are equally powerful, 60 percent of the girls and 30 percent of the boys in several elementary schools reported positively. When asked if they might become the class president, 60 percent of the boys and 38 percent of the girls replied, "yes."

Two more studies help to point to the conclusion that portrayals in reading materials make a difference in the learning and performing of stereotypic or nonstereotypic behaviors. Leslie McArthur and Susan Eisen read a story to three groups of nursery school children. In one group, they heard about a girl who achieved while the boy stood around and watched or needed help (reverse stereotype). In a second group, they heard about a boy who achieved while the girl stood around and watched or needed help (stereotype). And in the third group, they heard a story that did not have an achievement related theme (control). The children were given a difficult task to perform after hearing the story. Girls were more persistent after hearing the story about the achieving girl and boys were more persistent after hearing the story about the achieving boy.

Vicki Fierx, Dorothy Fidler, and Ronald Rogers studied the effects of reading traditional and egalitarian story books

to kindergarteners. They found that after 5 days of 30-minute reading sessions, boys and girls attributed stereotypic activities and abilities to male and female dolls if they had heard the traditional stories. Egalitarian books prompted the children to attribute non-stereotypic activities and abilities to the dolls.

Current evidence points to the conclusion that sexism in instructional materials leads to biased interpretations of potential. Although there are more studies underway, there is enough evidence to indicate that efforts at eliminating sex-role stereotyping are worthwhile. When we are able to choose and use textbooks that present women and men, girls and boys in all occupations and activities without regard to sex, and when engineers are no longer referred to as "he" and nurses are no longer referred to as "she," we should find our students and children moving toward lives with potential not restricted on the basis of sex.

HOW TO MAKE STUDENTS AND CHILDREN AWARE OF BIASED SEX MATERIALS

As parents, teachers, and counselors, we have some control over which instructional materials are used, but we are often limited by cost and availability. Consequently, the pervasive message about the portrayals of women and men will still be communicated to the student. Given the popularity of some older books, given the books on the library shelves, and given the cost of new adoptions, it is important that students learn to evaluate the materials themselves. Their awareness of the messages in the instructional materials will contribute to their later ability to be thoughtful consumers of other media.

The Instructional Materials Worksheet #1 is designed to be used by students. The class might work individually or in groups. Each group could be assigned a different story to read and evaluate.

After each student or group has finished gathering the information needed to answer the worksheet questions, the teacher can ask for reports of the findings. If several stories have been analyzed, then the findings can be written and compared on the blackboard. Stereotyped portrayals can be discussed in terms of the impact on the lives of girls and boys. Have the class take a female character and think of her doing all the activities of a male character. Ask if the story would be just as interesting.

Parents might want to use the worksheet questions with their child or children. A library book or a favorite story could be evaluated for stereotypic portrayals. In discussing the answers, alternative ways of handling the story can be mentioned.

Efforts, such as those just mentioned, should not be a one-time project. Creating awareness takes time and repeated efforts. The Nova schools in Ft. Lauderdale, Florida have undertaken to develop a model sex equity project. On a daily basis, in the classrooms and on the playing grounds, students are involved in working toward sex equity. For example:

- Students rewrite reading assignments to make the language nonsexist;
- Students write poetry on sex equity;
- Students publish a newspaper concerned with sex equity;
- Games are used to show that girls and boys can do the same things;
- Students develop their own checklist for evaluating textbooks;
- Media Center director tapes conversations about sex biased books and sends them to publishers.

As reported in Created Equal[2], "The idea of equality is infused into the day's activities as easily and naturally as reading, writing and arithmetic."

Sexism, of course, is just one of the several "-isms" that help to limit potential. Other "-isms" that should be part of an increased awareness include racism, ageism, and handicapism. Although we have developed student worksheet questions that focus on sex bias, it is possible to expand these to include analysis of factors related to race, age, and handicap. In other words, once students begin to learn media awareness skills, it is important that they be alerted to other "-isms" in media content.

Instructional Materials Worksheet #1

1. Does the title suggest the story is about a girl____ or a boy____ ?

2. Is the main character a girl____ or a boy____ ?

3. How many girls____ and boys____ are in this story?

4. How many pictures of girls____ and boys____ are in this story?

5. What are the girls and boys doing in the pictures?

Girls' Activities in Pictures	Boys' Activities in Pictures

6. What are the activities of the girls and the boys in the story?

Girls' Activities	Boys' Activities

7. How many times do the girls speak? ____.

the boys speak? ____.

...continued...

8. Is a girl or a boy the leader in the story? Girl ____. Boy ____.

List the activities or statements that made you choose that particular person:

Activities and Words of Leader

9. What are the occupations of adults in the story?

Women's Occupations

Men's Occupations

10. Count the number of times females and males appear in each of the following locations:

	Home	Outdoors	School	Business
Females				
Males				

In addition to evaluating instructional materials, there are other activities that teachers, parents, and administrators can do about biased textbooks. Following is a list of activities prepared by the Resource Center on Sex Roles in Education.[3]

TEACHERS

- "Level" with the students in your classroom. Point out sexism or racism bias of books or materials. Help them learn to identify sources of bias and important omissions in the materials.
- Develop classroom activities around identifying bias found in textbooks, library books, magazines, etc.
- Identify or develop supplementary materials that can help "correct" some of the bias of available materials.
- Assign student papers, themes, term papers, or other activities on topics or persons not usually covered in textbooks or materials.
- When students have completed activities identifying bias, have them write letters and send reports to administrators, publishers, community groups and organizations working to reduce bias in textbooks.
- Invite local resource persons into your classroom to provide additional information and work with students on special projects and activities.
- Ask students to rewrite materials or write their own materials on subjects omitted from the textbook or write the material from other person's point of view.
- Use bulletin boards, posters, pictures, magazines, and other materials to expose students to information commonly excluded from traditional materials.
- Develop a classroom collection of non-sexist, non-racist reading materials for students. Identify books that students may be encouraged to seek out in their personal reading.

TEACHER GROUPS

- Form a committee to investigate the process of textbook selection. Where local or state groups or officials have responsibility for buying books, meet with them to learn their criteria for selection and procedures for identifying supplementary materials. Let them know your needs and sensitize them to sources of sexism and racism.
- Request and use funds available for instructional materials in building supplementary materials resources for your classrooms/schools.
- Develop a plan and organize in-service training sessions on biased textbooks and instructional materials.
- Meet with school librarians and ask them to assist teachers in the identification of non-sexist, non-racist, multi-ethnic books and materials. Urge them to order and provide resources for supplementary materials.
- Conduct a study and periodic review of the bias found in the textbooks and materials used in your classrooms/schools.
- Call on district or state curriculum development specialists to provide guidelines, materials, training, and other resources related to non-sexist, non-racist books and materials.
- Include provisions for in-service training and funds for supplementary materials in collective bargaining or teacher negotiations.
- Organize a central file in your school or district of supplementary materials, curriculum outlines, or other resources you have for identifying bias and supplementing the curriculum.
- Develop a list of local resource persons, materials, and other resources for use in the classroom.
- Identify non-traditional publishing firms, alternative presses, and other groups developing materials

in this area. Make sure that information is distributed to all teachers.

- Publicize studies, workshops, and other efforts to improve materials or reduce the impact of biased materials.

PARENTS AND COMMUNITY GROUPS

- Read the textbooks and materials that your children are using and identify sources of bias where they exist.
- Meet with your children's teachers and principals. Learn how the problem is being handled in your school.
- Work with other parents or groups to raise their awareness of the problem of biased materials.
- Meet with school board members to outline your concerns. Support expenditures for supplementary materials and in-service training for school personnel.
- Sponsor a community workshop on bias in textbooks and instructional materials. Include information that will assist parents in pointing out stereotypes in books, magazines, and other materials found in the home.
- Organize a study of the bias of textbooks used in your community's schools. Publicize the results and make recommendations for change.
- Establish a special collection of books in the school or public library that features non-sexist, non-racist and multi-ethnic books.
- Identify how textbooks are selected in your community. Write to and/or meet with persons responsible for textbook selection at local and state levels to voice your concerns, urging purchase of quality materials and inclusion of supplementary materials.
- Write to textbook publishers and indicate your dissatisfaction with biased materials. Support examples of non-sexist, non-racist books that have been developed.
- Recognize the efforts of teachers and administrators who are taking positive actions to deal with the problem.
- Organize a task force or speakers bureau to meet with other groups to extend their understanding of the problem and actions that may be taken.

STUDENTS

- Ask your librarians to help you identify non-sexist, non-racist books. Select books that help you understand people in other cultures or situations than your own.
- Point out bias in materials when you recognize it.
- Write letters to people who can help you learn more about bias in textbooks.
- Write letters to publishers and let them know when you have found a bias in textbooks.
- Rewrite stories or textbooks to show how they might have been written to avoid bias or from another person's point of view.

ADMINISTRATORS

- Develop a policy statement outlining your concern about the elimination of sexist and racist stereotypes in textbooks and library books.
- Appoint a task force to investigate the problem in your community and make recommendations for action.
- Develop guidelines for all personnel to follow in purchasing and using textbooks and other instructional materials.
- Earmark a proportion of funds to be used for the purchase of nonsexist, non-racist supplementary materials.
- Develop and implement a plan for in-service training of all personnel who select, purchase, recommend or use textbooks or other instructional materials.

- Direct supervisors and curriculum developers to develop resources and materials for assisting classroom teachers in reducing the impact of biased materials.

- Call on state departments of education, teacher training institutions and professional associations to provide materials, workshops and technical assistance.

- Interpret the problems of biased textbooks and materials to parents, community groups, and policymaking boards. Let them know of your concerns and how they may assist in solving the problem.

TELEVISION ADVERTISEMENTS AND PROGRAMS

THE ELECTRONIC BABYSITTER

Until the controversy surrounding the effects of televised violence on children, few parents and educators were concerned about television. After all, it opened the child's window on the world by showing more places than might be seen in a lifetime of traveling. However, it now seems that we should be concerned about more than violence on television. We also need to examine the portrayal of women and men. Butler and Paisley recently reviewed the numerous studies of commercials. The evidence on advertisements typifies their findings...

- VOICE-OVERS: more than 90 percent are male;
- ROLES: men are shown in twice as many roles as women;
- ACTIVITIES: women are primarily occupied with domestic chores while men are beneficiaries of these activities;
- SETTINGS: women are shown primarily inside the home while men are outside;
- AGE: women are shown as considerably younger than men.

ROLES

Both the categories of roles and activities help us understand the portrayals that children are learning from. Children see a minimum of 150,000 commercials by the time they graduate from high school. What kinds of roles are projected and reinforced for females and males? A landmark study was conducted in 1972 by the National Capital Area Chapter of the National Organization for Women and was published as Women in the Wasteland Fight Back. Their findings have been supported by all studies published since that time. The study found that among those appearing as product representatives (person speaking for a product), women were shown in 13 roles while men were shown in 23 roles. As expected, the roles were traditional ones with women being depicted as models, nurses, secretaries, wives, and men being depicted as athletes, businessmen, newsmen, fathers. Similarly, among all other persons in the commercials, women were shown in 18 roles while men were shown in 30. Women in this category were policewomen, salespersons, stewardesses, fairy godmothers, and men were blue collar workers, professionals, cowboys, prospectors.

ACTIVITIES

Roles tell us the suggested occupation, but activities tell us the behaviors. The Women in the Wasteland Fight Back study provides the following information on activities of product representatives:

- 67 percent of the women and 25 percent of the men are shown in domestic tasks;
- 8 percent of the women and 20 percent of the men are shown in outdoor leisure activities;
- 10 percent of both the women and the men are shown beautifying the self;
- 12 percent of the women and 37 percent of the men are shown in neutral activities (e.g., driving a car);
- 2 percent of the women are shown in feminine activities (e.g., manicuring) and 8 percent of the men are shown in masculine activities (e.g., repairing equipment).

The dissimilarity between the activities of women and men is even stronger than these percentages indicate because they are based on those product representatives who were shown engaged in activities. Some product representatives simply spoke authoritatively or directed someone else to demonstrate the product. In this study, 49 percent of the women versus 26 percent of the men were shown performing an activity.

The research group, Women on Words and Images, have studied television as well as textbooks and career education materials. In their booklet, Channeling Children, they analyzed commercials and found that 23 women and 1 man were shown attending to appearance; 0 women and 8 men were sick or being cared for; and 23 women and 4 men were doing housework.

In a recent study of commercials broadcast during children's programming, Armando Valdez found that:

- 91% of the voice-overs were male;
- 54% of the product representatives were male (18% female and 27% equal male/female);
- 66% of the lead characters in dramatized commercials were male (22% female and 12% equal male/female);
- Of the major characters other than the lead, 41% were male (21% female and 38% equal male/female).

The findings concerning television programs are similar to those for commercials. Butler and Paisley reviewed 18 studies and discuss the evidence on programming in terms of...

- FREQUENCY OF APPEARANCE: men are about 72 percent of all characters and women are 28 percent;
- OCCUPATIONS: men are more frequently shown employed ([illegible]% of men and 21% of women);
- MARITAL STATUS: in dramas 70 percent of the women and [illegible] percent of the men reveal their marital status.

In commercials children primarily hear male voices, see men in more roles than women, see women performing domestic chores, see women at home, and see women as younger than men. In general programming, children again find that men dominate. There are many more men than women in programs and men are more likely to be working than women. Children also learn that marital status is more frequently associated with women than men. Perhaps that helps to explain why preschooler Sam and his male friends refused to dance to wedding music.

What about the images in programs designed especially for children? Caroline Isber and Muriel Cantor monitored children's programs that are distributed by the Public Broadcasting Service. They found the following percentages of characters were male:

- 78 percent on Sesame Street;
- 74 percent on Mr. Rogers;
- 69 percent on Electric Company and Villa Alegre;
- 73 percent on Zoom;
- 49 percent on Carrascolendas.

In 1978, the National Advisory Council on Women's Educational Programs released its study of television programs that are supported by the Office of Education. Women on Words and Images conducted the study and report specific instances that indicate we do not yet have sex fair programs. They found that Sesame Street continues to emphasize males over females. The lack of sensitivity is found both in the programming and in the official goals of the program. Specifically, Sesame Street lists its goal of addressing the role of women under the area of 'The Child and His World.' In one episode of Infinity Factory, there were seven males and two females in occupational roles. All the portrayals were stereotypic with one female shown as a mother with a baby carriage and other female shown wiping a store counter. In a third series, Rebop, the authors found males were shown in all of the seven occupations in the monitored episode.

Another study with similar findings was conducted by Sarah Sternglanz and Lisa Servin who analyzed 147 characters appearing in 3 episodes of 10 popular half hour children's programs. Only programs with at least one female character were included. Men were shown in more total activities than women. Men were shown as aggressive, constructive, successful; they were often rewarded for their actions. Women were shown as deferent; they were often punished for their actions. Seventy-three percent of the men and 96 percent

of the women were characterized as "good."

HOW TO CHECK FOR BIASED PRESENTATIONS

As teachers and parents, we watch most television for our own enjoyment. If we look at second grade readers, it is reasonable to be concerned about the effect of those books on children. But if we watch evening dramas or comedies, we often neglect consideration of the impact on children.

The broadcasting networks have been slow to respond to pressure to change the portrayals of women and men. While publishers have issued guidelines, networks have fought change by citing the First Amendment and arguing that guidelines or regulations would adversely affect the creative element in programming.

To develop an awareness of the current images that children are watching, choose several of their favorite programs and watch them with the checklist in Figure 4 in hand.

The same checklist can be used to evaluate commercials aired during the programs. Whenever the checked response is "no," try to imagine the implication for children who watch thousands of hours of biased portrayals.

DO SEX BIASED PROGRAMS AND COMMERCIALS AFFECT CHILDREN?

A great deal of effort is required to evaluate television, to choose programs, and to cultivate critical media skills in our children and students. Before spending this effort, it is important to examine the evidence concerning the effects of television on sex role stereotyping.

Ann Beuf found in interviewing three- to six-year-olds that 50 percent of "moderate" viewers and 76 percent of "heavy" viewers chose a career stereotypically appropriate for their sex. Terry Frueh and Paul McGhee found in interviewing kindergarteners to sixth graders that "light" viewers were more likely than "heavy" viewers to choose nontraditional activities for a doll.

Suzanne Pingree showed third graders and eighth graders five minutes of television commercials. Those children that saw women in traditional roles were more likely to give traditional responses to questions about the role of women than were those who saw women in nontraditional roles.

Vicki Flerx, Dorothy Fidler, and Ronald Rogers conducted a second experiment that built on their findings related to the effects of sex role stereotyping in instructional materials. In the second study, they read traditional stories to a group of 5-year-olds; they read egalitarian stories to a second group of 5-year-olds; they showed egalitarian films to a third group of 5-year-olds. They met with the children for 17 minutes a day for a 7-day period. Children who were read the egalitarian stories and those who saw the egalitarian films had more egalitarian attitudes about appropriate activities for males and females than did those who were read the traditional stories. When interviewing the children a week after the last session, they found that those watching the egalitarian films had the least stereotypic attitudes of the three groups. The study led the authors to conclude that fi[illegible]eem to have an impact over a longer period of time than do storybooks.

Because there is a fairly consistent portrayal of appropriate behaviors and roles for women and for men, it is not surprising to learn that counter-stereotypic messages either go unheeded or are worn down over time. Ronald Drabman and his colleagues showed first graders and seventh graders a videotape of Doctor Mary and Nurse David. Afterwards, the children were asked the name of the doctor and the name of the nurse. Almost none of the first graders chose the correct name. Most thought the nurse was a woman and the doctor was a man. Among the seventh graders, three-fourths correctly chose the woman's name for the doctor and the man's name for the nurse. However, one week later, only half of the seventh graders remembered the correct name. This study implies that we cannot assume that choosing a few nonstereotypic books or nonstereotypic television programs will change the attitudes and behaviors of girls and boys. Instead, they need to develop

FIGURE 4

YES	NO	
___	___	1. Are there equal numbers of women and men?
___	___	2. Are women and men shown in a range of occupations, representing both traditional and nontraditional jobs?
___	___	3. Are females and males equally represented at all age levels?
___	___	4. For scenes inside the home, are both females and males shown performing household chores? (Check to see that males are doing more than "masculine" chores such as taking out the garbage and that females are doing more than "feminine" chores such as cooking.)
___	___	5. Do women and men express a wide range of emotions?
___	___	6. Do women and men equally give directives and take advice?
___	___	7. Are women and men shown as equally competent and able to handle the situation or achieve the goal?
___	___	8. Could the story just as easily be about a member of the other sex? (If not, consider why not.)
___	___	9. Are women and men positively portrayed in various life-style choices (e.g., single, married, with children, without children, single parent households)?
___	___	10. Are the relationships between women and men equitable? (Do they share in decisions, does each act independently, do they respect each other's opinions, etc.?)

media awareness skills that will encourage them to examine rather than accept the portrayals of women and men in the media.

HOW TO HELP STUDENTS AND CHILDREN AWARE OF SEX BIAS IN TELEVISION

As parents and educators, we have no direct control over the content of television programs and commercials. As parents, we have some control over what is seen and how much is watched on television. But if there is a pervasive message about the portrayal of women and men, the message will get through even in limited viewing. One alternative is for us to teach children to be thoughtful consumers of the media. The following worksheets have been developed to create an awareness and to make children and students "active" rather than "passive" viewers.

EVALUATING COMMERCIALS

Divide the class into three groups. Using Television Worksheet #1, one group will document the voice-over (name for the narrator who is not seen on the television), and the person or persons in the advertisement.

A second group, using Television Worksheet #2, will document the person's role. This is done for as many as two important people in the commercial.

A third group, using Television Worksheet #3, will document the activities of the person. This is also done for as many as two important people in the commercial.

EVALUATING PROGRAMS

Ask each student or child to use the Television Worksheet #4 while watching their favorite program. Let them complete one worksheet for one half-hour or one hour program each night for a week.

When worksheets have been completed, tabulate the information and display the findings on the blackboard. Whenever responses indicate differences in the portrayals of women and men, ask the students to explain why. In the discussions it may be useful to mention the results of other studies. Some students will probably respond with stereotypic estimates about the correct activities and behavior of women and men. Such estimates can be discussed.

Parents can discuss the worksheets with their child or children after each program that is critiqued. By the end of a week, a summary of findings can be prepared. The child should be encouraged to consider alternative portrayals as well as why differences in portrayals occur. Since only a few programs will have been analyzed, the results of other studies that are outlined in this publication can be used.

As with instructional materials, it is important to examine the commercials and programs for evidence of racism, ageism and handicapism, as well as sexism. Students and children should be encouraged to notice the presence or absence of blacks, Italians, Hispanics, Native Americans, etc., the presence or absence of children and adults of different ages, the presence or absence of persons with various disabilities. Differences between media portrayals and real life, as well as differences between media portrayals and ideal circumstances can be discussed.

Ever since we could hope to see more egalitarian portrayals of women and men. However, the outlook for the 1979-80 season is less than optimistic. After previewing the programs, the senior vice president of Ted Bates, a major advertising agency, says that "The sheep will be dyed brown and handsome men."[6]

In addition to evaluating television programs and commercials, there are other activities that teachers, parents, and students can do. Following is a list of some of these activities:

TEACHERS

- Discuss sexism, racism, ageism, and handicapism in television programs and commercials with your students.
- Ask students to develop a plan for a program that is free from bias.

TELEVISION COMMERCIAL #1

For the first commercial during each commercial break, record the following information:

Name of Product_____

VIDEO-ONLY: Female ____ Male ____ Female & Male ____ None ____

PERSON #1: a) Female ____ b) Child ____ c) Handicapped ____?
Male ____ Black ____ Not Handicapped ____
Hispanic ____
Asian ____
Native American ____

PERSON #2: a) Female ____ b) Child ____ c) Handicapped ____
Male ____ Black ____ Not Handicapped ____
Hispanic ____
Asian ____
Native American ____

"A handicapped or disabled person might be someone who is blind or deaf or in a wheelchair."

TELEVISION WORKSHEET #2

For the first commercial during each commercial break, record the following information:

Name of Product_____

PERSON #1 a) Female ____ Male ____

b) Is family member (e.g. mother, father) ____

Is employed (e.g., grocer, sales clerk) ____

Is demonstrating product (e.g., mops floor) ____

Is speaking about product (but does not use it) ____

PERSON #2 a) Female ____ Male ____

b) Is family member (e.g., mother, father) ____

Is employed (e.g., grocer, sales clerk) ____

Is demonstrating product (e.g., mops floor) ____

Is speaking about product (but does not use it) ____

TELEVISION WORKSHEET #3

For the first commercial during each commercial break, record the following information:

Name of Product _____

PERSON #1

a) ____ Female ____ Male

b) ____ Domestic Chores (cooking, cleaning, laundry)

____ Serving/waiting on: __Man __Woman __Boy __Girl __Mixed

ACTIVITY

____ Eating

____ Childcare

____ Shopping

____ Personal appearance/Hygiene

____ Leisure/Recreation

____ Talking to camera

SETTING

c) ____ Indoors ____ Outdoors

PERSON #2

a) ____ Female ____ Male

b) ____ Domestic Chores (cooking, cleaning, laundry)

____ Serving/waiting on: __Man __Woman __Boy __Girl __Mixed

ACTIVITY

____ Eating

____ Childcare

____ Shopping

____ Personal appearance/Hygiene

____ Leisure/Recreation

____ Talking to camera

SETTING

c) ____ Indoors ____ Outdoors

TELEVISION WORKSHEET #4

Name of Program _____

1. Is the major character a female___ or a male___?

2. How many females___ and males___ are there in this program? (Count only the major characters with speaking lines. Do not include faces in a street scene.)

3. What are the activities of the females and males in the program? (List major activities.)

Female Activities	Male Activities

4. What are the occupations of the major females and males in the program?

Females' Occupations	Males' Occupations

5. Are the females shown primarily in:

Home ___ Outdoors ___ School ___ Business ___ Other ___

What about the males:

Home ___ Outdoors ___ School ___ Business ___ Other ___

- Ask students to rewrite a commercial to eliminate stereotyping by sex, race, age, and handicap.
- Write the networks and advertisers about bias in the programs and commercials.[5]
- Discuss media bias with parents during conferences.
- Have students write the networks and/or advertisers about bias they have detected.
- Determine the favorite programs of your students and watch them, being sensitive to the portrayals they see nightly.

PARENTS

- Watch your children's favorite programs and consider stereotyping by sex, race, age, and handicap.
- Talk with your children about these portrayals. Discuss with them the advertisements for their favorite food and toy products.
- Write the networks and advertisers about bias in the programs and commercials.
- Work with teachers to sensitize children to the bias in television's portrayals.

STUDENTS

- Conduct your own study of bias in television.
- Write an article for your school newspapers or newsletter about the findings of your study.
- Write your own guidelines for non-stereotypic programs and commercials.
- Discuss your findings with students in other classrooms.
- Make a presentation to the PTA about your study.
- Write the networks and advertisers about bias in the programs and commercials.

LOOKING AHEAD...

It will be a long time before all bias is removed from instructional materials and television. Actions by teachers, parents, and students can help to accelerate that change. In the meantime, alertness to biased portrayals will help to reduce the effects of that bias. As we become sensitive to these issues, we will be better prepared to develop personal lifestyles that are not predetermined by biased attitudes and images.

NOTES

1. Other states having similar legislation include Iowa, New Jersey, Massachusetts, and Pennsylvania. New York, Michigan, Colorado, Maryland, South Dakota, and West Virginia have Boards of Education that have proposed and/or passed similar resolutions.

2. Nova is described in Volume One, Number 4, May 1978 of Created Equal, a publication of the Southeastern Public Education Program. For a copy, write to: Southeastern Public Education Program, Box 22652, Jackson, Mississippi 39205.

3. Reprinted with permission from What Can You Do About Biased Textbooks? Prepared by the Resource Center on Sex Roles in Education, 1201 16th St., N.W., Suite 804, Washington, D.C., 20036.

4. Quoted in Time, May 29, 1978, p. 90.

5. Addresses for the four major networks are:

American Broadcasting Corporation
1330 Avenue of the Americas
New York, New York 10019

National Broadcasting Corporation
30 Rockefeller Plaza
New York, New York 10020

Columbia Broadcasting System
51 West 52nd Street
New York, New York 10019

Public Broadcasting Service
304 W. 58th Street
New York, New York 10019

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Matilda Butler is a researcher, writer, and educator who is concerned with the 'images of potentiality' that are conveyed by the media and by education. She has a master's in communication research from Stanford University and a doctorate in social psychology from Northwestern University. She is director of the Women's Educational Equity Communications Network and has just completed a book entitled "Women and the Mass Media: Sourcebook for Research and Action."

APPENDIX A

Examples of checklists and guidelines

5. Evaluate Your Textbooks for Racism, Sexism

Max Rosenberg

The statement "Criteria for Evaluating the Treatment of Minority Groups and Women in Textbooks and Other Learning Materials" is a revision and refinement of a paper previously published by the Michigan ASCD. Its major new element is a clear recognition that women as well as racial-ethnic minorities must now receive what they have both been so long denied—equal educational opportunities, as reflected in fair treatment in curriculum and instructional materials, as also in other dimensions of school and community life.

The statement of criteria was written by Max Rosenberg of the Detroit Public Schools, who served several years as chairman of the Equal Educational Opportunities Task Force of MASCD. Dr. Rosenberg has been appointed by the ASCD Executive Council to head a special ASCD Working Group on Cultural Pluralism in Instructional Materials.

The original statement of criteria received very wide attention from school systems and colleges across the country. Thousands of copies were requested and purchased, and numerous reprints were authorized. The statement was reprinted in *Audiovisual Instruction*. Articles and reports about it were printed in the *Spotlight* of the National Association of Secondary School Principals, in *NEA NOW*, and in *Educational Leadership*.

Large numbers of textbooks in current use in American public schools do not meet the essential needs of our children and youth. As educators, we—you and I—must change this intolerable situation. We must play an active role to assure that the textbooks used in our schools do meet the needs of students in a pluralistic, democratic society.

The statement of criteria, with its pointed guidelines, can serve as a useful tool in the process of evaluating textbooks and other learning materials. It has proved to be very helpful to many teachers, supervisors, administrators, and to board of education members and other interested citizens.

You, too, can make good and effective use of the criteria. Evaluate the books that you use now in your classrooms, in your school, in your school district; reject and demand replacement for those which do not meet the test! Before you approve and purchase any new learning materials, carefully examine and evaluate them to make sure that they do meet high standards both in subject area content and in their fair and accurate and balanced treatment of women and minority groups.

This material is reprinted from Eliminating Ethnic Bias in Instructional Materials: Comment and Bibliography, Maxine Dunfee, ed., Washington, DC: Association for Supervision and Curriculum Development, 1974.

Criteria for Evaluating the Treatment of Minority Groups and Women in Textbooks and Other Learning Materials

Educators have a major responsibility for the kind and quality of textbooks and other curriculum materials used in the learning-teaching process.

As responsible and dedicated educators in a democracy, we must bring our influence and strength and commitment and wisdom to bear. We must insist upon the production, selection, and use of the finest learning materials that our writers and artists are capable of creating for the education of all our children—male and female, black and white, rich and poor, rural and urban and suburban, Catholic and Protestant and Jewish, Indian and Oriental and Spanish-speaking—all of our children without exception.

Textbooks and other instructional materials are vitally important to learners and their learning. These materials are relevant to the students' life experiences, or they are not. These materials give the students the clear feeling that this education is intended for them, or it is not. These materials make the students aware that they are part of the mainstream of American education and American life, or that they are not. Curriculum materials profoundly affect learners and their learning—in the way they view themselves and their social groups; in the way they think about their roles and future, and about the society and its future; in the way they are motivated to work and play and learn and live.

All textbooks and other curriculum materials should be examined, analyzed, and evaluated with care and thought, to ensure that they meet the highest standards both in subject area content and in their treatment of women and minority groups. Books and other materials which do not meet these highest standards should certainly be rejected.

Following is a list of 20 criteria which can serve as significant guidelines for educators in the process of selecting textbooks and other curriculum materials. While not all of the criteria will be applicable in every case, the questions raised do focus upon basic considerations in the learning materials that we use in the education or miseducation of our children.

Does this textbook or learning material in both its textual content and illustrations:

	Yes	No
1. Evidence on the part of writers, artists, and editors a sensitivity to prejudice, to stereotypes, to the use of material which would be offensive to women or to any minority group?	☐	☐
2. Suggest, by omission or commission, or by overemphasis or underemphasis, that any sexual, racial, religious, or ethnic segment of our population is more or less worthy, more or less capable, more or less important in the mainstream of American life?	☐	☐
3. Utilize numerous opportunities for full, fair, accurate, and balanced treatment of women and minority groups?	☐	☐
4. Provide abundant recognition for women and minority groups by placing them frequently in positions of leadership and centrality?	☐	☐
5. Depict both male and female adult members of minority groups in situations which exhibit them as fine and worthy models to emulate?	☐	☐

	Yes	No
6. Present many instances of fully integrated human groupings and settings to indicate equal status and nonsegregated social relationships?	☐	☐
7. Make clearly apparent the group representation of individuals—Caucasian, Afro-American, Indian, Chinese, Mexican American, etc.—and not seek to avoid identification by such means as smudging some color over Caucasian facial features?	☐	☐
8. Give comprehensive, broadly ranging, and well-planned representation to women and minority groups—in art and science, in history and mathematics and literature, and in all other areas of life and culture?	☐	☐
9. Delineate life in contemporary urban environments as well as in rural or suburban environments, so that today's city children can also find significant identification for themselves, their problems and challenges, and their potential for life, liberty, and the pursuit of happiness?	☐	☐
10. Portray sexual, racial, religious, and ethnic groups in our society in such a way as to build positive images—mutual understanding and respect, full and unqualified acceptance, and commitment to ensure equal opportunity for all?	☐	☐
11. Present social group differences in ways that will cause students to look upon the multi-cultural character of our nation as a value which we must esteem and treasure?	☐	☐
12. Assist students to recognize clearly the basic similarities among all members of the human race, and the uniqueness of every single individual?	☐	☐
13. Teach the great lesson that we must accept each other on the basis of individual worth, regardless of sex or race or religion or socioeconomic background?	☐	☐
14. Help students appreciate the many important contributions to our civilization made by members of the various human groups, emphasizing that every human group has its list of achievers, thinkers, writers, artists, scientists, builders, and political leaders?	☐	☐
15. Supply an accurate and sound balance in the matter of historical perspective, making it perfectly clear that all racial and religious and ethnic groups have mixed heritages, which can well serve as sources of both group pride and group humility?	☐	☐
16. Clarify the true historical forces and conditions which in the past have operated to the disadvantage of women and minority groups?	☐	☐
17. Clarify the true contemporary forces and conditions which at present operate to the disadvantage of women and minority groups?	☐	☐
18. Analyze intergroup tension and conflict fairly, frankly, objectively, and with emphasis upon resolving our social problems in a spirit of fully implementing democratic values and goals in order to achieve the American Dream for all Americans?	☐	☐
19. Seek to motivate students to examine their own attitudes and behaviors, and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy—to demand freedom and justice and equal opportunity for every individual and for every group?	☐	☐

	Yes	No
25. Help minority group as well as majority group students to identify more fully with the educational process by providing textual content and illustrations which give students many opportunities for building a more positive self-image, pride in their group, knowledge consistent with their experience. In sum, learning material which offers students meaningful and relevant learning worthy of their best efforts and energies!	☐	☐

Editor's note: The author's criteria are set in effect a rating scale. You may however want to judge your present learning materials by these criteria. Unless you are able to answer "yes" to all of these questions, you may feel there is room for improvement—or even a need to select new textbooks and other instructional materials.

[redacted]

Yes No

___ ___ 1. All members of the family participate regularly and equally in household chores.

___ ___ 2. There are favorable presentations of workers employed outside of the home.

___ ___ 3. Women working outside of the home hold administrative and/or professional jobs. They are not all teachers, librarians, social workers, nurses or secretaries.

___ ___ 4. Fathers take an active and competent part in housekeeping and child-rearing and are depicted showing feelings of tenderness.

___ ___ 5. Girls and boys participate equally in physical activities.

___ ___ 6. Girls and boys participate equally in intellectual activities.

___ ___ 7. One-parent families are portrayed, and the portrayal does not suggest that children with a single parent automatically suffer from it.

___ ___ 8. Male and female characters respect each other as equals.

___ ___ 9. Girls and boys are both shown to be self-reliant, clever, and brave -- capable of facing their own problems and finding their own solutions.

___ ___10. Multiple-parent families (divorced, remarried) are portrayed and the portrayal does not suggest that such family conditions are automatically damaging to the children.

___ ___11. There are no sex-biased language or stereotyped characterizations, such as "Boys make the best politicians," or "Girls are silly."

___ ___12. Both girls and boys are shown as having a wide range of emotions, feelings, and responses.

___ ___13. Both girls and boys have a wide variety of career options.

___ ___14. Adults who have chosen not to marry are portrayed favorably.

___ ___15. There are equal numbers of books with girls and boys as central characters.

___ ___16. The male noun or pronoun (mankind, he) is not used to refer to all people.

___ ___17. Girls' accomplishments, not their clothing or features, are emphasized.

___ ___18. Clothing and appearance are not used to stereotype characters.

___ ___19. Non-human characters and their relationships are not personified in any stereotypic (for example, depicting dogs as masculine, cats as feminine).

___ ___20. (If no readers which incorporate biographies ... biographies of women in a variety of roles are included.

This material is reprinted from Self-Study Guide to Sexism in Schools, prepared by Education Committee of Pennsylvanians for Human Rights. Permission granted to reprint by Pennsylvanians for Human Rights and Pennsylvania Association of Education.

GUIDELINES FOR IMPROVING THE IMAGE OF WOMEN IN TEXTBOOKS

Scott, Foresman and Company

Sexism refers to all those attitudes and actions which relegate women to a secondary and inferior status in society. Textbooks are sexist if they omit the actions and achievements of women, if they demean women by using patronizing language, or if they show women only in stereotyped roles with less than the full range of human interests, traits, and capabilities.

Textbooks should treat women as the equals of men. Although in the past women were regarded as inferior, they were not and are not inferior people. The sexist attitudes of the past should not be reflected in current publications.

GENERAL GUIDELINES FOR TEXT AND ILLUSTRATIONS

The actions and achievements of women should be recognized.

The contributions of women to politics, the sciences, the arts, and other fields often thought of as being provinces of the male only should be presented and explored.

The works of female authors are too often omitted from anthologies. When compiling or revising such texts, editors should actively search for material written by women.

Females should be included as often as males in math problems, spelling and vocabulary sentences, discussion questions, test items, and other exercises. Very often the overall tone of a book is sexist because males are more frequently mentioned in exercises or because the exercises present only stereotypes.

Although many factors determine the contents of textbooks—authors, permissions, space, time, money, the market, etc.—these limitations should not be used to excuse bias, prejudice, or insensitivity.

Women and girls should be given the same respect as men and boys.

Writers, editors, designers, and illustrators should make sure that both male and female readers feel that a publication is directed to them.

While individual girls and women may be portrayed as comical, stupid, fearful, or followers of male initiative, such material should be scrutinized carefully in the context of the book as a whole to ensure that contempt for women as a group is not inadvertently being fostered. For example, writers should take care that a joke about a woman

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This material is reprinted from Guidelines for Improving the Image of Women in Textbooks. Glenview, IL: Scott, Foresman, and Company, 1972.

who is a bad driver, a shrewish mother-in-law, financially inept, etc. does not present these qualities as typical of women as a group. Girls and women should not be shown as more fearful of danger, mice, snakes, and insects than boys and men are in similar situations.

Women and girls should not be shown as unworthy people when they do not conform to male standards. Males should not be viewed as having a monopoly on ability to judge what is interesting or worthwhile.

Although women are a majority of the American population, in many ways their history has been that of a minority group. Because of past discrimination, the same care must be taken in portraying women as in portraying blacks, Puerto Ricans, Chicanos, American Indians, and other minorities.

Abilities, traits, interests, and activities should not be assigned on the basis of male or female stereotypes.

One reason often cited for the overwhelming percentage of selections by or about males in literature and language arts texts is that boys will read only stories about boys, whereas girls will read anything. If females were not depicted as passive, lackluster, sweet but senseless drudges, both boys and girls would find them more interesting. Few boys have rejected *Alice in Wonderland* or *The Wizard of Oz* because the main characters are girls.

Females as well as males possess courage, physical strength, mechanical skills, and the ability to think logically. Males as well as females can be fearful, weak, mechanically inept, and illogical. Females can be rude, intractable, active, or messy. Males can be polite, cooperative, inactive, or neat. Because such characteristics are shared by males and females in reality, textbooks that classify them as "masculine" or "feminine" are misrepresenting reality.

Both men and women should be shown cooking, cleaning, making household repairs, doing laundry, washing the car, and taking care of children. Both men and women should be shown making decisions; participating in sports; writing poetry; working in factories, stores, and offices; playing musical instruments; practicing medicine and law; serving on boards of directors; and making scientific discoveries.

Children often conform to the standards of their peers because they fear ridicule. If only boys are encouraged to be active and competitive, girls with these inclinations may learn to stifle them. If only girls are encouraged to express openly such emotions as fear, sorrow, and affection, boys may feel reluctant to express these emotions.

Both men and women have much to gain from the elimination of stereotypes. Textbooks which avoid male and female stereotyping will more accurately represent reality, encourage tolerance for individual differences, and allow more freedom for children to discover and express their needs, interests, and abilities.

RECOMMENDATIONS FOR AVOIDING SEXIST LANGUAGE

The omission of women

Terms and titles which use "man" to represent humanity have the effect of excluding women from participation in various human activities. It is usually easy to find some other way of expressing the idea.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
early man; Neanderthal man; When man invented the wheel . . . ; *History of the Black Man in America; Man and His World*	early humans, early men and women; Neanderthals, Neanderthal men and women; When people invented the wheel . . . ; *History of Black People in America; World History*

Occupational terms often ignore the existence of women workers. Use terms that reflect the actual composition of a group.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
businessmen; congressmen; mailmen; repairmen; etc. when women are part of these groups	businessmen and women, business people; members of Congress, congressmen and women; mail carriers; someone to repair the . . .

Males are often chosen to represent "typical" examples, thereby excluding women from the reader's thoughts. There are many ways to include women in such examples.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
the common man, the man on the street; the man who pays a property tax; the typical American . . . he; the motorist . . . he	ordinary people; the person who pays a property tax, one who pays a property tax; typical Americans; motorists . . . they, the motorist . . . he or she

Wherever possible avoid the use of "he-him" referents. Substitute "he or she," "her or him," or a synonym for the noun. It is often preferable to use a plural sentence, followed by the pronoun "they."

The demeaning of women

Avoid constructions implying that women, because they are women, are always dependent on male initiative.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
The ancient Egyptians allowed women considerable control over property.	Women in ancient Egypt had considerable control over property.
A slave could not claim his wife or children as his own because the laws did not recognize slave marriages.	Slave men and women tried to maintain family relationships, but the laws did not recognize slave marriages.
the farmer and his wife; a homeowner and his family	a farm couple; homeowners and their children

Writers often judge women's achievements by standards different from those by which they judge men's. This is necessary in some professional sports where the same standards do not apply. However, in other areas one's sex does not affect one's competence. Therefore, writers should avoid constructions that place women in a special class. Words like "girl," "young woman," "woman," "lady," and "gal" often subtly denigrate women's achievements. They should be used only when their counterparts "boy," "young man," "man," "gentleman," and "guy" would be appropriate in referring to a male.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
Arthur Ashe is one of the best tennis players in America today, and Billie Jean King is one of the best women players.	Arthur Ashe and Billie Jean King are among the best tennis players in America today. Arthur Ashe is one of the best male tennis players in America today, and Billie Jean King is one of the best female players.
Marie Curie did what few people—men or women—could do.	Marie Curie did what few people could do.
Mary Wells Lawrence is a highly successful woman advertising executive.	Mary Wells Lawrence is a highly successful advertising executive.

In some cases, it is necessary to refer to a woman's sex, as in the sentence: "The works of female authors are too often omitted from anthologies." However, if possible, the reference should be made with the aid of feminine pronouns, as in the sentence: "The doctor walked into the room and put her bag on a chair next to the patient's bed." Such terms as "woman doctor" or "female executive" are only acceptable where it is impossible or too cumbersome to indicate the person's sex by the use of pronouns.

A patronizing tone toward women must be avoided. References to a woman's appearance and family should be avoided unless it would be appropriate to refer to a man's appearance and family in the same context.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
lady professor; girl pilot; the ladies [unless "gentlemen" is also used], the fair sex, the weaker sex; the little woman; men (and women)	the professor . . . she, woman professor; the pilot . . . she, female pilot; women; the woman; men and women
Galileo was the astronomer who discovered the moons of Jupiter. Marie Curie was the beautiful chemist who discovered radium.	Galileo was the astronomer who discovered the moons of Jupiter. Marie Curie was the chemist who discovered radium. Galileo was the handsome astronomer who discovered the moons of Jupiter. Marie Curie was the beautiful chemist who discovered radium.
The candidates were Bryan K. Wilson, president of American Electronics, Inc. and Florence Greenwood, a pert, blonde grandmother of five.	The candidates were Bryan K. Wilson, president of American Electronics, Inc. and Florence Greenwood, credit manager for Bloominghill's department store. The candidates were Bryan K. Wilson, a handsome, silver-haired father of three and Florence Greenwood, a pert, blonde grandmother of five.

Sex-role stereotyping

Editors and authors should be cautious when they assign certain activities or roles to people purely on the basis of sex. Many such assumptions misrepresent reality and ignore the actual contributions of both sexes to the activity or role.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
In New England, the typical farm was so small that the owner and his sons could take care of it by themselves.	In New England, the typical farm was so small that the family members could take care of it by themselves.
Children had once learned about life by listening to aunts, uncles, grandparents, and the wise men of their town or neighborhood.	Children had once learned about life by listening to aunts, uncles, grandparents, and the wise people of their town or neighborhood.
Personal symbols are small, personal objects or possessions that have particular associations for their owner. To a woman, for example, a pressed flower might recall a dance she attended many years ago. A boy might keep a cracked baseball bat because it reminds him of the time he hit the winning home run.	Personal symbols are small, personal objects or possessions that have particular associations for their owner. To a parent, for example, an old toy truck might serve as a reminder of a boy who has grown up. A girl might keep a broken tennis racket because it reminds her of a hard-won championship.
Write a paragraph about what you expect to do when you are old enough to have Mr. or Mrs. before your name.	Write a paragraph about what you would like to do when you grow up.
(Sample spelling exercises)	
Al listened *patiently* to the ladies chatter.	Al listened *patiently* while the women talked.
The *ex-stenographer* got a job as a stewardess with an airline.	The *ex-stenographer* got a degree in accounting.

Care must be taken to avoid sexist assumptions and stereotypes in teachers' manuals and other teacher aids.

EXAMPLES OF SEXIST LANGUAGE:	POSSIBLE ALTERNATIVES:
Hammers and scissors are good eye-hand coordinators. Hitting the nail instead of the thumb is a triumph for the boys. Cutting out paper dolls and their garments is good for the girls.	Hammers and scissors are good eye-hand coordinators. For a child, hitting the nail instead of the thumb or cutting out a recognizable shape is a triumph.
The boys like action stories, and both boys and girls like animation and comedy. Girls will read stories that boys like, but the boys will not enjoy "girlish" stories.	Most children like action, animation, and comedy in stories. Some children, however, will enjoy lighter or more sentimental types of reading materials.

If, after careful consideration, an editor finds it desirable to use selections that contain sexist attitudes, these attitudes should be discussed in accompanying descriptive material or discussion questions. Otherwise the text will convey to the reader the impression that sexism is socially acceptable, rather than a form of prejudice or a lack of sensitivity.

HOLT, RINEHART AND WINSTON
SCHOOL DEPARTMENT

GUIDELINES FOR THE DEVELOPMENT OF ELEMENTARY AND SECONDARY INSTRUCTIONAL MATERIALS

The Treatment of Sex Roles

Because educational materials influence the development of the attitudes students carry into adult life, Holt, Rinehart and Winston considers it important that the values and societal roles suggested in instructional materials be positive ones, and that they be as free as possible from bias, stereotypes, and career-role restriction. Both men and women should be portrayed in such a way as to build positive images and foster mutual respect for both the group and the individuals in that group. Textbooks, supplementary materials, and audio-visual products should be carefully developed to contribute to a student's forming of a positive self-image and a positive, respectful image of others.

Children absorb more subliminally than authors and editors may realize. It is therefore necessary that we develop sensitivity to bias in educational materials, both to correct inequities that exist today, and to prepare children for the world they will enter when they finish their education. An editorial slant which assigns a particular societal role or set of values to a particular group of people is a form of bias, and should be viewed as potentially damaging.

Children will be exposed to role models that allow each one the greatest possible opportunity for full development as a person.

I. ROLE MODELS

The traditional roles of women in society as homemakers and in the areas of child-rearing, education, nursing, and the arts are both valuable and vital to the life of the society. No effort should be made to downgrade or disparage these roles. Rather, an effort must be made to expand the roles of both sexes, to include men in nurturing and homemaking activities and to include women in areas such as business and science. An unbalanced assignment of such roles does a disservice to both sexes. Children should see people of both sexes in a variety of activities and roles so they can identify with those models and thus develop their own individual talents and preferences to their best advantage.

A. Illustrations should reflect variety in occupation and dress for both men and women. It is not necessary to depict a woman in a dress and apron or a man in a business suit with a briefcase for them to be recognizable as male and female.

B. In view of the projection that 90% of all women will work outside the home at some time in their lives,* women are not to be stereotyped as "housewives" continually engaged in housework. Where women are represented as mothers, they should be shown, whenever possible, as having other interests—work, hobbies, sports, etc.

C. Men are to be shown participating in a variety of domestic chores, such as cooking, sewing, housework, child-rearing, etc. Care should be taken to avoid implying that they are inept at these activities or that to do them is demeaning. It should not be implied that a man who engages in domestic chores is "henpecked" or effeminate.

D. Some single-parent families will be included with both men and women as head of the household.

E. Both sexes should be allowed a full range of emotional expression. Sensitivity to the needs and wants of others will be stressed as desirable. Men should not be shown as needing to resort to violence, nor women to tears, to achieve an end.

F. No job or hobby should be shown as reflecting on the masculinity or femininity of the people who pursue it. Thus, hairdressing, truck driving, nursing, and woodworking should be shown as legitimate pursuits for members of both sexes.

G. Care is to be taken in the portrayal of children. Girls should not always be shown in dresses, playing "house," or deferring to boys. Children of both sexes will be shown playing with all kinds of toys; boys should not be limited to "active," "aggressive" toys and girls to dolls and "passive" toys.

This material is reprinted from The Treatment of Sex Roles. New York: Holt, Rinehart, and Winston, 1975.

H. A balance is to be maintained in the use of role models in exercises, examples, all text materials not controlled by outside copyright, and both researched and commissioned visual materials.

1. Specifically, women and girls sometimes should be described or shown

a) involved in competitive team sports such as baseball and soccer

b) actively engaged in construction and repair—woodworking, building, mechanical and electrical work

c) as leaders

d) in investigative and analytic attitudes —collecting and analyzing rocks and minerals, studying reptiles and insects, doing math problems

e) exhibiting courageous and fearless attitudes

f) working in a variety of jobs and careers—in offices and factories, as doctors, lawyers, cab drivers, stockbrokers, telephone installers, housepainters, engineers, researchers, pilots, ship personnel, etc.

g) as larger, heavier, physically and emotionally stronger, and more aggressive than the men or the boys around them

2. Similarly, men and boys sometimes should be shown

a) playing and working together in noncompetitive settings—doing a puzzle, planting flowers, shopping, etc.

b) involved in homemaking activities and using the implements of such activities—cooking, cleaning, weaving, etc.

c) interested in "soft" things—fabrics, butterflies, daydreaming, babies, flowers

d) enjoying a sense of order—cleaning things up, making things neat, paying attention to personal appearance and hygiene

e) as followers

f) as interested in music, dancing, art, fantasy, poetry

g) working as assistants, secretaries, telephone operators, elementary school teachers, airline cabin attendants, practical nurses, etc.

SPECIFIC CRITERIA FOR EVALUATION OF INSTRUCTIONAL MATERIALS
BY MEMBERS OF THE LEGAL COMPLIANCE COMMITTEE

I. Male and Female Roles - Ed. Code 9240(a), 9243(a)

In order to encourage the individual development and self-esteem of each child, regardless of gender, instructional materials, when they portray people (or animals having identifiable human attributes), shall portray women and men, girls and boys, in a wide variety of occupational, emotional, and behavioral situations, presenting both sexes in the full range of their human potential.

A. The criterion in this section is essential; in order for the material to be approved, this criterion SHALL be met.

1. Descriptions, depictions, labels, or retorts which tend to demean, stereotype, or be patronizing toward females must not appear.

(Do references to women indicate that their talents, intellegence, or activities are inferior to those of men? Or that they are incapable of handling a situation without a man's assistance? For example, there should be no labels such as "old maids," "fishwives," "henpeckers," or "woman driver," or retorts such as "she's only a girl" or "what do you expect from a girl?" Such references constitute adverse reflections. See discussion in "Limitations" on page 1.)

B. Criterion #2 in this section is an essential item and shall be met. If met, the remainder of the criteria should be met, but one hundred percent compliance on each one is not essential to a "yes" vote. Each criterion represents a value judgment, and unless the deficency is flagrant, failure in one criterion should not disqualify the item, provided it meets the other criteria to a reasonable degree. Criteria #3 through #7 in particular may be judged as a group, wherein an especially good rating on one criterion may compensate for a poorer showing on another one.

2. Instructional materials that generally or incidentally reflect contemporary American society, regardless of the subject area, must contain references to, or illustrations of, males and females approximately evenly, except as limited by accuracy.

(This criterion is largely self-explanatory. It applies to those materials in which the gender of persons referred to or illustrated is incidental to the purpose of the material, such as a science or health textbook, or a general reader.)

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3. Mentally and physically active, creative, problem-solving roles, and success and failure in those roles, should be divided approximately evenly between male and female characters.

   (It is important to look for instances in which females, both girls and women, are involved in mentally and physically active, creative, problem-solving roles--such as conducting a science experiment, participating in sports, repairing a broken object, building a bookcase--that are all too often depicted as male-oriented, and determine whether such instances occur in a fair proportion to those involving males.

   The consequences of activity undertaken by males and females must be observed. Positive or negative results can come from the undertaking of any task. A pattern of positive or negative results, perhaps most simply defined as success or failure, should not emerge as correlated with sex. It is not suggested that all characters succeed at all times. However, the ratio of success to failure must be approximately the same for female characters as for male characters.)

4. Emotions--for example, fear, anger, aggression, excitement, or tenderness--should occur randomly among characters regardless of gender.

   (All people are capable of, and susceptible to, all emotions, and the idea that only females cry and only males fight is an inaccurate projection of reality. This is not to say that instructional materials must consistently depict males and females in reversed emotional roles. Evaluators should, however, be aware of the tendency to stereotype emotions. If any pattern appears, such as only females expressing fear or tenderness, or only males expressing anger, the material does not meet this criterion.)

5. Traditional activities engaged in by characters of one sex should be balanced by the presentation of nontraditional activities for characters of that sex.

   ("Traditional" in this criterion refers to activities which are generally considered appropriate for persons of one sex. For instance, women cooking, sewing, or cleaning; men working in employment outside the home; boys playing baseball; or girls playing with dolls. The instructional materials certainly need not exclude such activities. They should balance such portrayals with their opposite--nontraditional activities for such persons. Examples might be a boy reading or at quiet play, a man seeking help solving a problem. Adults of both sexes should be portrayed in domestic chores, recreational activities, and creative endeavors whenever these activities are portrayed in the materials. Balance

is achieved when instances of traditional activity can be shown in fair proportion with instances of nontraditional activity. The evaulator should make a qualitative judgment about the competing portrayals. For example, a single illustration or a short poem which is nontraditional is quantitatively overbalanced by a ten-page story involving a traditional activity. However, the story would still be acceptable if the poem has an educational effectiveness or impact equal to or greater than that of the story.)

6. If professional or executive roles, or vocations, trades, or other gainful occupations are portrayed, men and women should be represented therein approximately equally.

(This criterion is relatively self-explanatory. Its purpose is to expand the portrayal of occupational roles of men and women and enable children to identify with all fields of enterprise, regardless of sex.

Evaluators should ensure that instructional materials indicate an equally wide variety of vocational choices for men and women, measured by the number of vocations in which women are depicted compared to the number in which men are depicted. Disproportionate numbers of women portrayed in a particular vocation should indicate that the material requires careful scrutiny for compliance.

Many professions (for example, medicine, law, engineering, and banking) are typically portrayed as male-dominated. Evaluators should ensure that women are depicted in such professional roles approximately as often as men. Whether such equality is achieved can most easily be ascertained by a simple head count comparison of male and female main and background characters portrayed in professional roles. Women should also be presented in executive positions--as business executives, officials, and administrators, for example--as often as men are. Similarly, women should be presented in skilled occupations such as building and other technical trades.)

7. Where life-style choices are discussed, boys and girls should be offered an equally wide range of such aspirations and choices.

(Various occupations and various life styles--marriage, remaining single, raising children or not doing so--should also be cast in an affirmative light. A child should not learn that women can, and do, work outside the home, but are unhappy, tired, or too busy to enjoy life if they do so. Fantasies and dreams of children for their own futures should not be sex-stereotyped.)

8. Whenever a material presents developments in history or current events, or achievements in art, science, or any other field, the contributions of women should be included and discussed when historically accurate.

(This criterion is designed to prevent a continuation of the common practice in instructional materials of failure to give sufficient attention to the achievements of women in all fields of endeavor which are discussed. In the development of any field, the contributions of women can generally be accurately included. Women have, because of the bias in our culture, generally been less esteemed and less recognized, no matter what their field, than men who made comparable contributions.

The criterion does not set out specific requirements. However, if biographies are included in the material, biographies of women should be presented. Evaluators will find that materials which simply ignore half the population of any nation are not acceptable.)

9. Imbalance or inequality of any kind, when presented for historical accuracy, should, in the student edition of the instructional material, be interpreted in light of contemporary standards and circumstances.

(Failure to meet the criterion set forth in 8 is justified only by the need to be historically accurate. When references to women are omitted, their absence must be discussed and questioned in the student edition, with particular emphasis on the historical forces which have created the inequality, the change in the situation based on present circumstances, and the necessity for continued efforts to make equal opportunity a reality.)

10. Sexually neutral language--for example, "people," "persons," "men and women," "pioneers," "they"--should generally be used.

(The standard here is basically objective and easy to measure: Does the material indulge in male references so as to exclude females as participants in society? It is left to the evaluator's discretion to determine when there are extenuating circumstances, such as adherence to grammatical rules or the requirement to convey the author's intended meaning.)